

## **Key Competencies**

### **NZC Statement:**

### ***Capabilities for living and lifelong learning***

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

### **Managing Self**

### **NZC Statement**

This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

### Schoolwide development

Qualities and characteristics at school entry (5yrs)	To develop at school entry	So what does this require of our teaching in order to achieve goals of self management?	Tendencies and characteristics at school exit (12-13yrs)	To develop for school exit
Inquisitive Ask for help Open & honest Like routine Reliant on parents Easily lead – follower Keen to learn Caring? Need repetition of experiences to	Taking risks Own identity Express themselves – needs Social skills Leadership Reflective & critiquing Responsibility Routines/systems	Lots of modelling Develop partnership in learning More opportunities to plan, develop, critique Community involvement Create learning intentions Managing emotion – capture the opportunities Clear expectations and consequences Involve in solving own problems	ICT literate Trend savvy Questioning Aware of what they are doing Can be lazy and unmotivated Expectant – of others providing Cliques Role models	Appropriate behaviour Patience Awareness of others Active listening Identity Future focused Independence Reflective Critiquing

<p>make change</p> <p>Short concentration</p> <p>Busy</p> <p>Energetic</p> <p>Self centred</p> <p>Behaviour based on experiences</p> <p>Become anxious when unsure</p>		<p>Provide quality feedback</p> <p>Develop life skills</p> <p>Set SMART goals (scaffold)</p> <p>Opportunities to practise and reflect and develop goals</p> <p>Broad interesting curriculum</p> <p>Outside of the square</p> <p>See relevance – authentic contexts</p> <p>Connections to family, environment, community</p> <p>Variety of roles</p> <p>Trust environment (Reduce embarrassment, put downs, peer pressure)</p> <p>Develop communication skills</p> <p>Managing learning environment – learning styles, HoMs</p> <p>Provide challenge</p> <p>Develop ownership</p> <p>Difficult conversations</p>	<p>Can be caring, kind, considerate</p> <p>Affected by peer pressure</p> <p>Responsible</p> <p>Independent</p> <p>Competitive</p> <p>Shrewd and calculating</p> <p>Catty</p> <p>Focused – rewards, incentives, intrinsic</p> <p>Concentration span – more persistent</p> <p>Volatile</p>	<p>Organisation – of belongings and time</p> <p>Reliability</p> <p>Risk takers</p> <p>Creative</p> <p>Enterprising</p> <p>Resilience</p> <p>Persistence</p> <p>Autonomous</p>
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		Class meetings and think tanks		
		Clarity of purpose		
		Learn from mistakes		
		Global opportunities		
		Manage personal safety		

**Taking Risks**

- Define and role play
- Posters
- Reward as good model
- define when
- Encourage thru modelling and talking
- Teachable moment
- Identifying some of their role models who take risks
- Getting organised – belongings, home-school, lunches etc.
- Create situations where they have to
- Push
- Be supportive of efforts
- Little steps

No shame no blame - no failings - except in failing to try

Working it through in their heads

Work with a buddy

### **Reflective & critiquing**

Time set for reflection - beginning or end of day

End of session revisit the learning outcomes / intentions

Reading – retelling – use puppets or visual representation etc.

Give 3 +ves and a one to improve for tasks done e.g. speaking in news

Critiquing art etc. – time to view and then give a comment (gawking)

Part of maths etc rotations – 1 person to explain – reinforces

Drama and dance – giving feedback – on own group or a performance

Modelling to each other in writing – and conference each other

### **Creating a trusting and supportive environment**

Clear learning intentions, WALTs and clear purpose for activities

Using drama – role play and scenarios

Class discussions and meetings that chn lead

Looking at choices and knowing have consequences and how impact on others also

Role models – local environment, p[icture library (Duffy books)

Look at SM in a gp situation

DATs of skills

Allow opportunities to practise them

OK to fail and can start again, every day a new day and we movve on

Careful with languages and messages – not seen as uncaring

Work on what to do in tricky situation – strategies for independence

Toolbox of choices

Who owns the problem – and therefore what do I do about it

Use the language of choice

Telling tales – are you coming to get someone in trouble, out of trouble or don't you know.

Strengthening the victim as well as working with bullies

I statements

Ask them - Listen and show visually what being said – keep records to revisit

No put downs, sarcasm

Rapport one to one

Body language

### Getting organised

Explicit routines – clearly set up and expected

Environment that encouraged organization

Stop and think – need to do to be organised – scaffold to self manage

Whiteboard messages and prompts

Give opportunities to take ownership of the task e.g. quiz design and operation - voluntary

### Teaching strategies to assist development

First word, last word

Think pair share

Daily reflection

Blogs, wikis – reflective tool

Graphics

Use experts and people from community

Current events programme – to develop awareness

### When and How

Walk the talk

Consistency through school

Responding to situations

Choices and consequences

Deliberate regular reflection

Teachable moment

Integration with curriculum

DATs

Scenarios

### Where

Anytime anywhere

Class

Playground

Buses

TripsVirtual

Home - discuss in parent interviews / three way conferences